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*An experiment in education.*—The most interesting part of the *Annual Report of the General Education Board*<sup>1</sup> to teachers will be the pages devoted to a description of the Lincoln School and its work. The General Education Board deals with public education at a number of points. The Delaware school survey and the surveys in Virginia and Alabama are examples of the general work carried out under the auspices of the General Education Board. The Board has also subsidized on a large scale, especially in the South, conferences and educational activities which the public school system is not able to support.

The part of the annual report devoted to the Lincoln School indicates that this institution is well under way and may be expected shortly to produce materials that will be available for use throughout the schools of the country. One special item may be quoted as indicating a reform in organization which will undoubtedly be imitated in schools that have adequate resources to carry on similar work.

"The variety of work undertaken requires a lengthened school day and also a lengthened school week. In addition to increased time for the classroom, time must be found for shopwork, cooking, library, gymnasium, and individual projects of various kinds. The longer day, enlivened by such activities, is not only not objectionable, but is regarded as desirable by pupils as well as teachers. It seems clear that a shorter day of conventional character really makes more severe physical demands on pupils than does a longer day in which better distribution of work is secured. Therefore the intermediate classes remain in school until 3 P.M., junior and senior high-school pupils until 4 P.M., and, by special permission, sometimes even later.

"A few illustrations may be cited of some of the special work which the school is attempting. In a densely populated city where open play space is not abundant, and in social and industrial situations where there is little real work for boys and girls on Saturday, the question has often arisen as to whether it would be possible and profitable to hold school for at least half a day on Saturday. The Lincoln School has for two years offered optional work to high-school and intermediate-grade pupils on Saturday mornings. A program is arranged for each Saturday and posted on the preceding Thursday. The program includes: (1) activities determined chiefly by the teacher in charge; (2) activities in which the teacher is present to assist and to supervise the work of the pupils; and (3) activities planned and conducted chiefly by the pupils themselves. Industrial arts, science, and physical education offer greater opportunity for Saturday work than other subjects. A study of the kind of work that can be profitably given in each subject and a closer correlation of Saturday work with the work of the regular school days are now being carried on.

"The attendance gives some evidence of the interest which the pupils take in these activities, inasmuch as Saturday attendance is entirely optional—the only requirement being that when an activity is begun, the pupil must continue until it is finished, unless excused by the teacher in charge. The average percentage of Saturday attendance for each semester is 57 per cent, 48 per cent, and 42 per cent, respectively." [Pages 59 and 60.]

<sup>1</sup> *Annual Report of the General Education Board, 1918-1919.* New York: General Education Board. Pp. xiv + 98.